

CASA NAVARRO

state historic site

EDUCATOR GUIDE

Pre- & Post-Visit Lesson Plans 4th Grade Learning Level

Thank you for your interest in Casa Navarro State Historic Site, the home of *Tejano* patriot José Antonio Navarro (1795-1871). In this guide you will find TEKS-aligned classroom lessons and extension activities that will prepare your students for a visit to Navarro's historic home. You may reproduce all images within this Educators' Guide for your classroom use.

For admission prices and hours of operation, please visit us online at visitcasanavarro.com. To schedule a site visit field trip for your students, please call 210.226.4801.

For your visit, we recommend that you:

- Complete pre-visit lesson(s) included or your own introductory lesson in advance.
- Divide your group of students into four groups, each with a chaperone prepared to facilitate their group's work throughout the visit.
- Equip each of your students with a sharpened pencil (no pens or markers allowed in museum exhibits).
- Equip each of your group chaperones with a camera or phone with camera for group work documentation.

We welcome your suggestions and feedback on the enclosed materials. You may find our complete contact information below. We look forward to seeing you and your students at Casa Navarro State Historic Site.

Contact Us

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San Antonio, TX 78207
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210.226.4801



José Antonio Navarro

Pre-Visit Lesson 1

José Antonio Navarro: A Texas Patriot and a *Tejano*

Objectives

In preparation for their visit to Casa Navarro, students will gain insight into José Antonio Navarro—a *Tejano* and an influential leader who played an active role in Texas Independence.

Grade 4 Social Studies TEKS

(3) History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:

(C) Identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.

Materials

- Individual or group computer access
- Website: txindependence.org
- Print *A Tejano for Texas Independence* Student Web Guide for each student

Discussion

Introduce Navarro as an important *Tejano* figure in Texas history.

- **Write** “*Tejano*” on the board. Allow students a few minutes to reflect or research the meaning of the word.
- **Engage** students in a discussion of the meaning of *Tejano*.
[**guide discussion:** someone from Texas who is of Mexican descent.]
- **Ask** if any of the students are *Tejano*.
- **Explain** that José Antonio Navarro was a *Tejano* born in San Antonio (Bexar).
- **Elaborate** by adding that José Antonio Navarro was one of only two *Tejanos* that signed the Texas Declaration of Independence. The other *Tejano* who signed it was his uncle.

Online Learning Activity: A *Tejano* for Texas Independence

Using the following website and its Web Guides, students will investigate José Antonio Navarro’s important role in Texas Independence.

Website: *Texas Independence*, a collaborative effort by the Star of the Republic Museum and Washington-on-the-Brazos State Historic Site: txindependence.org

On the *Texas Independence* website, explore the following:

Delegate Connection (txindependence.org/delegate_connection.php)

Explore the delegates that came from all over Texas to the Constitutional Convention of 1836.

1. Search by Municipality, which means “city.” What other three delegates represented Bexar (San Antonio) besides Navarro?
[Jesse B. Badgett, Samuel Augustus Maverick, and José Francisco Ruiz]
2. Search by Face. Find José Antonio Navarro in the painting. Read the Texas Declaration of Independence. Describe where he is sitting and who is sitting around him. HINT: As you scroll across the delegates, their names will appear.
[He is sitting on the far right of the painting. De Zavala is in front of him, Charles B. Stewart is sitting beside him, and Jesse B. Badgett is standing behind him]
3. Who were the only two delegates who were born in Texas?
[Navarro and Ruiz]
4. Click on José Francisco Ruiz’s name to find more information. How was Ruiz related to Navarro?
[Answers will vary.]
5. Click on José Antonio Navarro’s name to find more information. Write down TWO events or facts that you want to learn more about on your field trip to Casa Navarro. [Answers will vary.]

Follow-Up Activity and Assessment

Convention Comicmaker

Choose theme: *Tejanos* for Texas (txindependence.org/conventioncomic.php)

Students are to create a comic strip that illustrates a conversation between *Tejanos* involved in independence for Texas. Students must incorporate José Antonio Navarro as one of their comic characters. Have students print their completed comic strips and attach to their web guides.

Evaluate student web guides using the answers above. In their comic strips, students must include José Antonio Navarro and at least TWO facts about him.

Rallying Tejano Troops—ELA Extension

Grade 4 ELA TEKS

(19) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.

(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.

Have students imagine that they are José Antonio Navarro during the fight for Texas Independence. How might they persuade other *Tejanos* to join the Texan cause for independence from Mexico? To persuade their audience, students may want to use facts from Navarro’s experiences, including events leading up to the Constitutional Convention of 1836 and/or the ideas of other delegates who had attended alongside him.

Name _____

JOSÉ ANTONIO NAVARRO

A *Tejano* for Texas Independence

Go to txindependence.org

Click on **Delegate Connection**.

Explore the delegates that came from all over Texas to the Constitutional Convention of 1836.



1. Search by **Municipality**, which means “city.” What other three delegates represented Bexar (San Antonio de Bexar) besides José Antonio Balamero Navarro?

2. Search by **Face**. Find José Antonio Navarro in the painting. HINT: As you scroll across the delegates, their names will appear. Describe where he is sitting and who is sitting around him?

3. Who were the only two delegates that had been born in Texas?

4. Click on José Francisco Ruiz’s name to find more information. How was Ruiz related to Navarro?

5. Click on José Antonio Navarro’s name to find more information. Write down TWO events or facts that you want to learn more about on your field trip to Casa Navarro.

Use the Convention Comicmaker to make your comic strip story!

Choose *Tejanos for Texas* for your theme.

Include José Antonio Navarro and TWO facts about his life.

Convention Comicmaker

Choose characters, backgrounds and speech bubbles. Then write your own dialogue.

When finished you can view, print and share your comic!



Pre-Visit Lesson 2

Explore Navarro's Neighborhood of Laredito

Objectives

Navarro made a home for himself in the San Antonio neighborhood, *Laredito* (little Laredo). Students will explore the neighborhood in which Navarro lived and worked via group investigation of historic photographs. Students will understand that Casa Navarro is the only remaining structure from this important historic San Antonio neighborhood.

Grade 4 Social Studies TEKS

(21) (A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas;

(21) (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(21) (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

Materials

- Projection of Powerpoint Slides: *4th Grade-Navarro in Laredito*
- Print *Laredito Buildings* Photographs for Group Investigation (four pairs of images- four groups)
- Print *Historic Laredito* Organizer Sheets for each group

Discussion

- Display for the class Slide 1: Koch's *Birds Eye View of San Antonio* map.

Explore the map and **find** Laredo Street.

Laredito means Little Laredo. The *Laredito* neighborhood in San Antonio was built around Laredo Street. Laredo Street was the road that led from San Antonio to Laredo, Mexico. It was part of the old *Camino Real*, or King's Road, that the Spanish built. Until the freeway was built it was the only major road in Texas leading to and from Mexico and was an important street for more than 200 years.

- Display for the class Slide 2: Navarro's Home, Casa Navarro images.

Engage the students in an investigation of the two Casa Navarro images.

Compare the images. How has the building changed between 1930 and today?

Group Investigation

Keep Slide 2: Navarro's Home, Casa Navarro images on display.

Separate students into four groups and give each group a pair of the *Laredito Buildings* Photo Pairs and a shared *Historic Laredito* Organizer Sheet.

Allow 10 minutes of work. After students have completed their organizers, display slides 4-7, one at a time. Each slide corresponds to one of the *Laredito Building* Photo Pairs.

As their slide is displayed, let that group describe their photographs to the class. Afterward, lead the class in the following follow-up discussion questions.

NOTE: On the question of building addresses, photos taken on the 300th block would be much closer to Casa Navarro than photos from the 600th and 800th blocks.

Follow-Up Discussion

Overall, students may have found that the Casa Navarro buildings were “nicer” or better built than other structures on South Laredo Street. Why might this be?

In addition to being an elected representative, José Antonio Navarro was a very successful and self-educated man. He was a lawyer and a merchant—the two-story building next to his home was an office and mercantile store. Navarro was also a landowner, and he raised cattle on two large ranches outside of San Antonio.

What about merchants or other businesspeople? Would they have lived in *Laredito*?

Early records of the neighborhood show that some of Navarro's neighbors ran stores, others included policemen, blacksmiths, photographers, and teachers. In other words, *Laredito* was like any other neighborhood. Unfortunately, Casa Navarro is the only building remaining from the historic neighborhood of *Laredito*.

Why do you think Navarro chose to live in *Laredito*?

Laredo Street was a main highway to and from Mexico (the *Camino Real*). Living at the corner of Laredo and Nuevo Streets, José Antonio Navarro would have seen all the activity along that busy road.

Also, *Laredito* was the original West Side of San Antonio and was considered culturally “more” Mexican or *Tejano* than Anglo. When Navarro chose *Laredito* he chose to be close to the people who shared his culture. José Antonio Navarro was elected/chosen to represent the citizens of Bexar (San Antonio) as

- a delegate to the Constitutional Convention of 1836
- a Representative to the congress of the Republic of Texas, 1838-1839
- a delegate to the Convention of 1845
- a Senator of the Texas state legislature, 1846-1848

Do you think Navarro's choice of home/neighborhood impacted his decisions as an elected/selected political official? How?

Laredito Buildings



Photo 1: 311 North Laredo St. Courtesy Daughters of the Republic of Texas Library at the Alamo.



Photo 2: 319 North Laredo St. Courtesy Daughters of the Republic of Texas Library at the Alamo

Laredito Buildings



Photo 1: 300 block of North Laredo St. at Salinas St. Courtesy Daughters of the Republic of Texas Library at the Alamo



Photo 2: Mexican store on Laredo St. Courtesy Daughters of the Republic of Texas Library at the Alamo

Laredito Buildings



Photo 1: 320 South Laredo St. Courtesy Daughters of the Republic of Texas Library at the Alamo.



Photo 2: 607 South Laredo St. Courtesy Daughters of the Republic of Texas Library at the Alamo.

Laredito Buildings



Photo 1: Candy peddler on Laredo St. Courtesy Daughters of the Republic of Texas Library at the Alamo.



Photo 2: 823-825 South Laredo St. Courtesy Daughters of the Republic of Texas Library at the Alamo

Name _____

HISTORIC LAREITO

Exploring the buildings of “Little Laredo”

INSTRUCTIONS: In your groups, explore the photographs given to you, and work together to complete the table below.

Describe the Photo. What do the buildings look like? What materials were used to build the buildings? Are there windows, doors, chimneys—what do they look like? Describe any people or street activity in the photo.	Photo 1	Photo 2
Compare Photo 1 and Photo 2. How are they alike? How are they different? Look at the address for each photo (some photos do not have an address). Are the photos taken of buildings on the same or different blocks of Laredo Street?		
Compare each Photo to the Photos of Casa Navarro. How are they alike? How are they different? Are the building materials alike or different?	Photo 1 and Casa Navarro	Photo 2 and Casa Navarro

Post-Visit Assessment

After visiting Casa Navarro State Historic Site, evaluate Student Guidebooks for completion and correctness. Answers to guidebook questions are available in the Chaperone Guidebooks.

The Post-Visit Lesson Plan: Leaving a Legacy may be used to assess students' knowledge of major events and the significant accomplishments of José Antonio Navarro, learned from Pre-Visit Lessons and their visit to Casa Navarro.

Additional Resources

The Handbook of Texas Online
by the Texas State Historical Association
www.tshaonline.org/handbook

José Antonio Navarro
by Sons of Dewitt Colony Texas
www.tamu.edu/faculty/ccbn/dewitt/Navarro.htm#bio

Texas Independence
by the Star of the Republic Museum
and Washington-on-the-Brazos State Historic Site
txindependence.org

Remember the Alamo: People and Events
by Public Broadcasting Service
www.pbs.org/wgbh/amex/alamo/peopleevents/p_navarro.html



A rare photograph of José Antonio Navarro,
circa 1860s

Post-Visit Lesson Plan

Leaving a Legacy

Objectives

Students will reflect on José Antonio Navarro's accomplishments and his role in Texas Independence, *Tejano* rights and service to his fellow San Antonians. Students will create a symbol or logo representing, to them, Navarro's legacy in Texas and local histories.

Grade 4 Social Studies TEKS

(3) History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:

(C) identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro

(17) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:

(D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process

Materials

- Print or Projection of the included cattle brand.
- Print *A Symbol of His Legacy* sheets for each student

Key Terms

- Legacy: Something handed down from the past. In history, how a person might be remembered from his or her achievements or actions.
- Symbol: Something that represents or stands for something else.

Discussion

Write "José Antonio Navarro" on classroom board.

Engage students in thinking about Navarro's important achievements, character traits or life experiences that they have learned from their in-class and field trip activities.

Ask "What do you most remember about José Antonio Navarro?"

Explain that everything they remembered contributed to Navarro's "legacy" to Texas and San Antonio history. A person's legacy is made of those things he or she accomplished or experienced and handed down from the past.

Branding/Symbol Activity

Display José Antonio Navarro's cattle brand.

Explain that a cattle brand is a mark put on cows to signify to whom they belong. It is a memorable sign or symbol showing that an animal is someone's property.

Ask students to dissect the brand. Can they find the initials J, A, and N?

Demonstrate as you explain: the Circle at the top right was added after Navarro was imprisoned in Mexico. It represents a shackle, which is a type of handcuff.

Ask students why they think Navarro would add that to his cattle brand?

Elicit the response that it symbolized his imprisonment as an important event in his life.

Ask what is a symbol?

Elicit the response that it is a picture or a sign that stands for something else.

Find examples for symbols around the classroom, such as the American flag.

State that the American flag is a symbol.

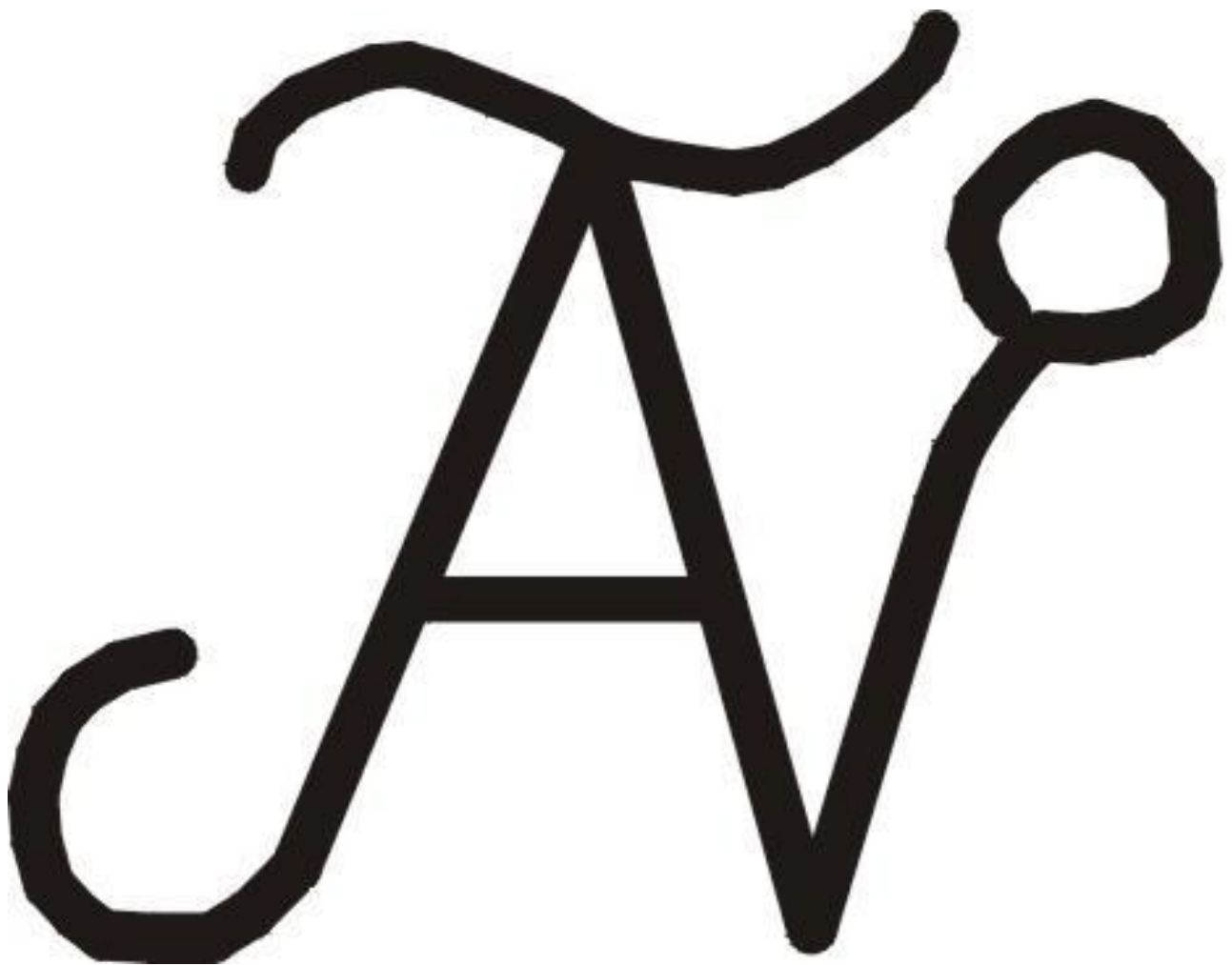
Ask what the flag the parts of the flag symbolize?

Elicit responses about the stars and stripes representing the states and original 13 colonies.

Explain that we have many symbols in our everyday lives and in this activity, students will create new symbols.

Relay instructions: Thinking about Navarro's story, each student will design a symbol to represent Navarro's legacy in Texas and his native city of San Antonio. It can be a cattle brand like the one displayed or a flag. Be sure that students limit their symbol by only incorporating one or two achievements. Symbols are meant to be simple, easy to understand and easy to remember.

Have the students describe and discuss their creations with the rest of the class.



Name _____

JOSÉ ANTONIO NAVARRO

A Symbol of His Legacy

Think about José Antonio Navarro. What do you think was his greatest accomplishment or most memorable life experience?

Legacy: Something handed down from the past. In history, how a person might be remembered from his or her achievements or actions.

INSTRUCTIONS: Create a symbol that helps you to remember José Antonio Navarro's legacy to Texas.

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TEXAS HISTORICAL COMMISSION
real places telling real stories

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